DOCUMENT RESUME

ED 093 859 SP 008 228

AUTHOR	Aronstein, Laurence M.; Olsen, Edward G.
TITLE	Action Learning: Student Community Service Projects.
INSTITUTION	Association for Supervision and Curriculum Development, Washington, D.C.
PUB DATE	74
NOTE	48p.
AVAILABLE FROM	Association for Supervision and Curriculum Development, Suite 11000, 1701 K Street N.W., Washington, D.C. 20006 (Stock number 611-74018, $2.50)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Action Programs (Community); *Activity Learning; Community Action; Community Programs; Learning Processes; *Program Development; Program Evaluation; *Program Planning; Student Participation

ABSTRACT

By engaging students in community service projects, action learning uses resources of the real world to give students opportunities to participate in performing tasks and making decisions that confront societal problems. Such projects should be decided on after a study of the needs of the community. After a project is selected, all relevant information should be gathered and studied, objectives defined, school administrators and community leaders involved. In implementing the project, the teacher should be sure to provide initial direction to the students and ensure that emotional satisfaction attends each step of the project. The teacher should be considerate of other teachers' plans, keep permanent records, and secure appropriate publicity for the project. Evaluation of the community service project should consist of interim and final reports that contain information of learning results achieved, the contribution made to the improvement of the community, and the group's procedures. One example of a successful project based on these guidelines is the Cash for Trash program at the State University of New York in Buffalo, in which students operate a recycling service that pays residents of the inner city for separated trash. (HMD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

ASCD

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

ED 093859

BEST COPY AVAILABLE

ACTION LEARNING:

student community service projects

by Laurence W. Aronstein and Edward G. Olsen
foreword by Glenys G. Unruh

SP 008 221

Association for Supervision and Curriculum Development
1701 K Street, N.W., Washington, D. C. 20006

Copyright © 1974 by the
Association for Supervision and Curriculum Development

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Price: $2.50
Stock number: 611-74018

The materials printed herein are the expressions of the writers and not necessarily a statement of policy of the Association.

Library of Congress Catalog Card Number: 74-79594

Acknowledgments

FINAL EDITING of the manuscript and publication of this booklet were the responsibility of Robert R. Leeper, Associate Secretary and Editor, ASCD publications. Technical production was handled by Caroline Grills, Nancy Olson, Elsa Angell, and Teola T. Jones.

Cover photo by Sten Nordh of Nordika. Project photos courtesy of Art Schaeffer, Instructional Media Department, New York State University College, Buffalo.

Contents

Foreword *Glenys G. Unruh* v

TO THE READERS FROM THE WRITERS vii
Action Learning: Why, How?

PART 1. COMMUNITY SERVICE PROJECT GUIDELINES 1

Planning the Community Project 1

Implementing the Community Project 9

Evaluating the Community Service Experience 11

The Heart of Democratic Education 13

PART 2. CASH FOR TRASH: A SERVICE PROJECT 19

Perspective 19

The Guidelines in Operation: Planning the Community Project 20

The Guidelines in Operation: Implementing the Community Project 28

The Guidelines in Operation: Evaluating the Community Service Experience 32

Take a Creative Risk 37

The Authors

LAURENCE W. ARONSTEIN is the Career Education Coordinator for Rockland County, New York, Board of Cooperative Educational Services (BOCES). He is a graduate of the State University of New York at Buffalo. He did undergraduate and graduate work at the City College of New York, and has attended the University of Alabama, and the State University College at Potsdam, New York. He has taught in the public schools of New York City and served as an Assistant Professor of General Science at the State University College at Buffalo, New York. Dr. Aronstein is the author of many articles that have appeared in *The Science Teacher*, *New Voices in Education*, *College Science Teachers' Journal*, and other publications. He recently edited an issue for *Impact* on "Instructional Improvement" concerning Career Education.

EDWARD G. OLSEN, Professor Emeritus of Education, California State University, Hayward, is retired and resides in Brookings, Oregon. His specializations have been in Teacher Education, Community School Education, and Multiculture Education. He was Head of the Education Department at Colgate University, Hamilton, New York, and at Russell Sage College, Troy, New York. He was also previously Director of School and Community Relations, Washington State Office of Public Instruction. Professor Olsen has authored five books on community school education, and nearly a hundred articles in professional journals and yearbooks. He is the recipient of the National Community School Education Association's Distinguished Service Award "in recognition of meritorious service and leadership in the development of the Community School Concept."

Foreword

IMAGINATIVE IDEAS for action learning are being generated in schools and communities all across the country. Action learning may be the most rapidly spreading innovation of the current educational scene. Ingenuity is unlimited for creating variations of the concept. Students of urban, rural, small town, and suburban areas are finding ways to become involved in community affairs.

Action learning—a concept that is not new but also not widespread until recently—is based on the premise that the twelve elementary and secondary school years are too long for young people to remain isolated from the responsibilities, issues, and rewards of practical involvement in the world outside the schoolhouse. Action learning seeks to use the learning resources of the real world to give young students opportunities to participate with persons of all ages in performing tasks and making decisions that confront problems of our society. "Book learning" combined with experiences in the real world can inspire individual fulfillment and growth in social consciousness.

To approach action learning haphazardly or superficially would be regrettable. Careful planning and involvement of all persons concerned must be undertaken if action learning is to be successful. This booklet is designed to present guidelines that, thoughtfully considered, can lead to citizenship education in effective and important ways. Toward that end this book is presented by its authors, Laurence W. Aronstein and Edward G. Olsen, and sponsored by the Association for Supervision and Curriculum Development.

Glenys G. Unruh
President 1974-75
Association for Supervision and Curriculum Development

Action Learning: Why, How?

THE REVOLUTIONARY SOCIAL CHANGES of our times demand equally revolutionary changes in school education. An important aim of such alterations in schooling must be to improve the quality of living—individual, group, community, societal *living*. Required today is a curriculum that is oriented to the present and the future: centered on the persisting problems, issues, and values of this era; focused directly upon the life-concerns, needs, and resources of this generation. In such a curriculum, the essential method will be that of directed firsthand community action experiences. Such experiences will be directly concerned with the processes and problems and potentials of human living today and tomorrow—in the individual life, the local community, the state and nation, and the world of humankind.

To this end, ways must be found to blend the concept and practice of community service education with the conventional school disciplines. Such opportunities can be found through school and student involvement outside the classroom, through constructive interaction within the community. The functional curriculum will include alternative kinds of teaching-learning. The most promising of these is the action learning project involving school and community for creative development. Yet there are difficulties, pitfalls, and subtleties to be recognized before undertaking a community service project for action learning.

A major difficulty arises from the fact that most teachers lack experience and training in organizing such projects. Teachers who have coordinated community projects will acknowledge that action-oriented education is a most demanding task. Few teacher education institutions provide any kind of skill development training in the planning, implementation, and evaluation of action learning projects. It is the exceptional school administrator who facilitates and encourages such projects by arranging adequate school time within which students and teachers can meet, plan, and work. Most projects today are relegated to after school hours, without actual school approval or really effective support. The principal or administrator who will eagerly facilitate and give

equal status to valid action learning programs is obviously essential to their success.

Many community projects presently undertaken really represent token kinds of effort. In other words, they are focused exclusively upon students' desires, rather than equally upon community concerns. Other projects actually represent a kind of pacification program for "activist types," rather than being a sincere attempt to render an important community service. We must safeguard against the exploitation of young people by making sure that action projects undertaken are substantial, not token in nature; fulfill community needs and not personal wants only; provide for genuine human service, not emotional release alone.

Other pitfalls include sensitivity to the perceptions and values of community groups. Especially in inner-city areas there is often high suspicion (and with good cause) of the motivations of community project participants. Too often, "urban liberals" go off ego-tripping, trying to do some short-term good for those "poor poverty-stricken folks" on the other side of the tracks. That is why it is of vital importance to involve representative community leaders very early in the project-planning process. These spokesmen may then more fully understand and support the project, adding valuable input to the development process.

We must ever remind ourselves of the *learning* aspect of the concept of action-learning. The central query must always be: "What is this particular student *learning* as a result of his/her experience?" If the teacher has to struggle with this question, regardless of whether the learning falls within the cognitive or the affective domain, then it is reasonable to assume that the project may be an exploitative one. That is to say, the student should get as much out of the project as the project gets out of the student. As the physicist states: "The work output should equal the work input."

Much confusion exists between the concept of a *volunteer project* and that of a *community service project*. Both represent action learning. We see the volunteer project as the placing of the learner in a preexisting slot within an existing organization. An example of this might be a student assigned as a Candy Striper in a local hospital. On the other hand, the community service project should be a created experience—a group of students with some adult leadership working up a new organization to accomplish a chosen specific task of wider dimensions. The group cooperatively creates and fills the roles and functions required to

operate the new organization and, as a result, provides a needed community service. An example here would be the development of a youth employment agency which did not exist before.

Perhaps the Junior Achievement (J. A.) program comes to mind. We agree that Junior Achievement represents action learning modes. However, the J. A. model still differs from the community service project. In Junior Achievement, local businessmen usually serve as guides rather than teachers, and the programs generally center on the production and sale of manufactured goods by individual students. In contrast, the community service project focuses on providing a socially needed service in the community toward a quality-of-living improvement goal. The two approaches certainly can coexist.

Finally, we must never lose sight of the uniqueness of the individual person, even though that person works within a group setting. Very often so much attention is concentrated on the group process that the primary objective of individual learning is overlooked. Beware the old "trees in the forest" syndrome!

Action learning projects are not viewed as separate entities unto themselves. Action learning projects can readily be integrated with the programs of career education, leisure time education, community service education, family life/bachelor education, self-discovery education, and the like. Simply put, we see action learning projects as comprehensive school-community improvement programs within which all kinds of significant learning can take place. To be more specific, here are a few kinds of interest areas for possible action learning project development:

Environmental concerns
Surveys related to the energy crisis
Consumer economics
Community recreation development
Plans for developing mass transit
Urban food production
Local government analyses
Employment and/or housing explorations
Child care centers
Tutorial programs
Performing arts groups
Beautification projects
Programs for the aged
Dialogue among varied racial, religious and social-class groups.

We hope that the following guidelines and accompanying practical example of their use will provide the reader with both incentive and know-how to undertake creative and meaningful action learning programs in the local community. To do less is to fail the youth of today and tomorrow. Let us make youth education truly functional.

LAURENCE W. ARONSTEIN
Career Education Coordinator
Rockland County, New York

EDWARD G. OLSEN
Professor Emeritus of Education
California State University,
Hayward

PART 1. COMMUNITY SERVICE PROJECT GUIDELINES *

Planning the Community Project

IT IS ESSENTIAL that community service projects undertaken by the school be planned, implemented, and evaluated with extreme care. There is no surer way to discredit a life-centered educational philosophy among teachers, students, and community people generally than to undertake and then to fail in some ill-planned community improvement project. As with all other vital educational techniques, the service project must be administered with care and discretion. Following are some useful suggestions.

Discover Community Needs

Exhortation to social action is the wrong approach. To be sure, the teacher may invite his students to join in a civic project in which he is already active—planning for urban improvement, pollution abatement, pest control, interreligious and interracial fellowship, slum clearance, and the like. Yet, for the most part, the students should discover their own service projects through a growing personal awareness of social needs identified through community surveys and other informational learning activities.

In some communities, real courage is required to unveil secret economic greed and to bring political chicanery into the open. Much can be done, however, if a constructive enthusiasm is maintained, and if emphasis is constantly placed upon the importance of positive and democratic civic responsibility by all good citizens, including the school students. This psychological atmosphere, surrounding the students' discovery of social needs, should enable them to sense right directions, kindle group purpose, and act with responsible vigor.

* *Note*: These guidelines were first proposed by Morris R. Mitchell in Chapter 12, "Community Service Projects," in *School and Community* by Edward G. Olsen and others (New York: Prentice-Hall, Inc., 1945, Revised 1954). His suggestions are updated here but remain essentially in their original format, titling, and sequence. However, sequence is not important; these working guidelines may be integrated throughout the development of the project.

Select Projects with Care

If the community experience is to be of genuine educational and civic value it must be carefully chosen. Certainly all proposed service projects should be appraised in terms of specific standards by which their educational and civic validity may be determined. Six such criteria are now suggested.[1]

Is education the primary goal? Community improvement projects are justifiable only if they result in superior educational experiences for those who participate in them. It is true that the major function of the community school is to improve the quality of living, but this must not be pushed to the possible extreme of exploiting children in the performance of needed community services, however beneficial such a project might be to the community as a whole. Recently it has become almost fashionable in community school circles to assert that "the major task of the school is to help improve its own community" and that schools should "accept the function of aiding in community improvement" as their principle, if not their only, task. Persuasive as this view may appear, there are dangers in it.

Perhaps our standard of judgment might better be this: Does the community project in question seem likely to improve the quality of living of the students personally involved, as well as that of the community at large? Schools are only incidentally social welfare agencies; their first and foremost task is that of educating people. Social participation, civic contribution, community improvement are all valid avenues of educative experience, but they should never become sole goals in themselves.

Is the project really constructive? Community service projects, however laudable they may appear, must not be of such nature as to further entrench social practices which are actually lamentable. A project of providing Thanksgiving baskets for the poor, for example, will lessen suffering of the moment but does not even approach the real community problem involved: that of inadequate family incomes. Such a project may even help to perpetuate an existing situation by giving more fortunate members of society a smug satisfaction in their "sharing," blinding them to the need for more fundamental efforts.

[1] "The Editors' Perspective." *School Executive* 72: 38-39; January 1953.

Is it suitable for young people? Many civic problems are the direct concern of children and youth because they vitally affect their immediate well-being. But there are many other aspects of community life which must be solely or largely the responsibility of adults. Youth should not be made responsible for righting these wrongs nor for the unpleasant tasks of clearing up social festers which adults would like to leave to more eager hands.

This criterion must not be interpreted too narrowly, however. The most educationally significant projects are those in which all members of the community—children, as well as youth and adults—can together tackle problems of cooperative community improvement. In such a project, the adults perform duties which are clearly their responsibility, while the young work on tasks appropriate to their maturity and ability.

Can the project develop a spirit of joint effort? Our world needs cooperative effort far more than charity. Service projects must not nurture an attitude of condescension or servility. Arrogance destroys rather than fosters responsible comradeship in facing mutual problems. Hence, the social necessity for being sure that the chosen community project is of such nature as to permit development of mutual effort, of genuine feelings of doing with, not for; of empathy, not sympathy.

Is there real chance for success? Of course there are projects beyond the capacity of children—problems too complex, too remote, too costly, too dangerous, too involved, or too delicate. But such real difficulties must not blind teacher or students to the rich array of feasible community improvement possibilities that are everywhere available. Nor must success be too narrowly judged. Failure, after determined effort and against calculated risk, may be an important learning experience in itself.

Remember also that you will risk censure from some defenders of things as they are if you lead school people in seeking to improve any aspect of community living. That is why in some places the first community improvement project might well be that of educating public opinion about the educational soundness of the service project concept as superior learning procedure.

Does the project interpret broad areas of social concern? Soil erosion is such an area. Civilizations have fattened on harvests of the soil itself; gully and sheet erosion and soil mining are universal principles of destruction. Housing is such an area. In a sense, the slums of any city in America are part of the slums of Hong Kong,

Bangkok, or Algiers, since related causes are at work. Health is such an area. So is recreation. And education. And environmental pollution. So is each of the many other basic social processes. Your community service project should thus exemplify a basic social process or problem, and thereby help students gain perspective upon numerous other instances which cannot now be sampled. In that process you may stimulate genuine critical thinking and constructive social action.

Gain Background and Insight

Let us simply summarize the essential steps which may be taken to secure needed insights and understanding necessary to the development of a successful service project:

Utilize documentary materials as a primary source of data concerning the problem-area chosen.

Employ audiovisual aids to dramatize the need and to illustrate significant approaches to it already made in this or other communities.

Invite resource visitors to explain the need and the problem, and to suggest possible courses of action toward solution.

Arrange interviews to gather data and suggestions, advice and aid, and to enlist cooperation and support of key adults.

Conduct field trips to develop common insight and to stimulate purpose.

Make surveys to assemble data, define and refine the problem, and then to evaluate results after the service project is completed.

In using any of these approaches, remember to do so with the special needs of your service project foremost in mind. For the goal now sought is the successful completion of the chosen project, and all the other "doors" into the community are, in this instance, merely means to that end. They are now warranted only to the extent to which they do actually develop cognitive, affective, and psychomotor background for the selected service project itself.

Select Objectives

The project's objectives should be specifically identified and formally stated. The exact statement of these objectives gives the group a working point of reference in determining the wisdom of

future decisions, and matches the consistency of these decisions with the stated objectives. In addition, specifically stated objectives facilitate explanation of the project to any inquiring parties.

Objectives should be chosen only after the community's needs have been thoroughly explored, a tentative project selected, and specific problems identified as a result of gaining background and developing insight.

Gain Administrative Support

The teacher who senses a social cause in some community problems—such as rat control or the need to abate a particular smoke polluter so that children can use a playground—should always approach his school administrator before engaging in any general discussion of the project. This precaution is professionally courteous, and also avoids the possibility of jealousy at headquarters, of conflict or overlapping of plans among various teachers, and of the embarrassing necessity of retraction, should the proposed plan prove administratively impracticable. Besides avoiding these negative possibilities, initial consultation with the administration will often result in the project's receiving its full support from the very outset.

Administrators might also be helpful in providing planning time during school hours by rearrangement of the schedule or by allocating planning space. This is particularly essential when one is coordinating a large number of participants. The co-opting of this support might prove necessary for the project's success.

Organize the Class

Effective group organization now becomes essential. In stimulating such organization, the astute teacher will take steps as follows:

Sense student interests. Assuming that the project which the teacher has in mind is appropriate for school sponsorship, he should be able to find, in the diverse interests of the boys and girls, some adequate opportunity to lead them in the desired direction. Yet in so leading, the teacher should not pretend merely to follow the students' interests when he is actually guiding the group thinking toward some preconceived plan or program. To do that is to be fundamentally dishonest. The desirable alternative is for the

teacher and students together to recognize the importance of having proposals presented for group analysis, and then to work together for the improvement of these proposals.

Good rapport between instructor and class is the heart of this problem; where that exists, it avoids both domination from above and sentimental overemphasis upon the validity of *all* students' suggestions.

Get the role of the teacher defined. Students and teacher together should openly discuss what the role and function of the teacher should be. Often conflict arises as a result of the difference in observation points between students and teachers. With group definition of the teacher's role, there should arise a clearer expectation of what his actions should be, with consequent student support of them.

Determine student job responsibilities and identify student leadership. Functional committees can be established by using brainstorming techniques. Individuals would then have the opportunity of choosing jobs that *they* felt conformed with their needs, interests, and abilities.

Committee chairmen and other officers could be recruited on a voluntary basis. One might show good judgment and possibly head off some ill feelings, if *all* jobs were flexible. An individual who might have made a poor initial choice would have the option of switching committees. All chairmen could be initially appointed on an interim basis, allowing for early evaluation by committee members, fellow officers, and teacher. Most important, the element of the trial period militates against a mis-educative experience—"any experience is mis-educative that has the effect of arresting the growth of further experience."[2] Continuous evaluation is implicit within each of the aforementioned methods.

Observe conditions of effective organization. Whatever specific plans are made, the procedure followed should always be:

- *Democratic.* Because our schools were so long organized after an authoritarian, often autocratic, pattern they have too frequently not themselves been democratic. It is now crucially important that we deliberately bring America's ideal political tradition into our everyday classroom planning.
- *Efficient.* Technology is efficient precisely because it recognizes and utilizes special talents and training. These qualities are

[2] John Dewey. *Experience and Education*, West Lafayette, Indiana: Kappa Delta Pi, 1938. p. 13.

not identified by a system of selection based upon popularity won through emotional oratory, appeal to prejudice, joviality, or pre-election generosity. In the scientific world, it is results that count, and superior results are not expected from inferior ability or education. We should lead our students to recognize this principle, to apply it in the world of human relationships, and therefore to choose democratic leaders in terms of such factors as natural aptitude, special training, demonstrated efficiency, motives of social service, ability to stimulate cooperation, loyalty to the highest ideals of human brotherhood, and the like.

• *Creative.* Designated leaders and committees should be allowed as much initiative and responsibility as discretion will permit. The teacher who is changing from more traditional forms of instruction to the use of service projects must remember that he can no longer expect to dominate in every assignment and to check up on every achievement. His older responsibility for those items must now be gradually and increasingly shared with the students. In the best community improvement programs, pupils are often working on projects located blocks or miles away from the school. The sharing of responsibility—which is so strong a characteristic of the service project type of teaching—actually releases the teacher from much burdensome detail in working with large numbers, and makes possible far more individual attention where guidance is especially needed. Service projects may thus be carried on with as great a number of students as is customary in more formal methods.

Approach Community Leaders

Real service projects deal with community problems and thereby involve community sensibilities. For this reason, service projects may sometimes involve controversial issues. But this fact must be faced and not escaped, or else we shall accumulate unsolved social problems that may bring increasing suffering and civil strife.

Some community leaders may prove far from receptive to aid offered by schools. They may even be contemptuous of teachers for their academic-mindedness, and of students for their immaturity. Occasionally they may fear scrutiny of their own inefficiency or dishonesty. Yet thousands of American teachers are shouldering social responsibilities, and doing so with public gratitude. In hundreds of school systems, children are winning the increased

respect of adults by the initiative they show, by the hard work they are eager to do, and above all, by their demonstrated capacity to understand social problems and to act upon them constructively. In the light of extended experience, however, we can say that unless community leaders are first approached and their confidence gained, most ambitious service projects will probably be doomed to failure. Jealous officials can find many quiet ways to discredit and thwart the best planned service project program. Conversely, however, community leaders whose cooperation is sincerely sought, will often do much to smooth the way and promote the success of projects in which they are interested.

Work Through Community Groups

To the parents through the children, and directly by personal contacts, the teacher should enlist the support of such organizations as parent-teacher associations, service clubs, unions, churches, and the mass media. The service project should always be primarily the community's project, never the teacher's nor even the school's. Let the teacher be not greatly concerned about personal praise for achievements made; far more will be accomplished if major credit is attributed to community leaders and organizations who have given their aid. Yet be sure that the students know their successes have been appreciated, and that even their mistakes were considered to be fruitful aspects of worthwhile learning.

Secure Needed Supplies

Service projects often require some technical equipment and supplies. The group must therefore think ahead and arrange for the procurement of such materials. Unless these are made available at the needed time, student interest may lag or die. In a sense, then, the service project must be planned to operate somewhat on an assembly line basis; all necessary tools and supplies should be available at the exact time they are needed for the progress of the project.

Plan Essential Safeguards

Necessary physical safeguards depend largely on the type and location of the service project undertaken. It is usually desirable for the teacher or administrator to contact the parents of elemen-

tary and high school students to discover in advance the existence of any possible parental objections. Often parents ignored at such times have later injected emotionalized barriers into a project even after it has been well advanced.

The group should also ascertain the existence of legal barriers to any aspect of the proposed project. Otherwise, the group may unwittingly violate the law. Legal barriers are not usually obscure, but it is better to be informed of these in advance rather than in retrospect.

Implementing the Community Project

No definite line should divide the planning from the implementing aspect of the service project, for these two aspects are merely progressive phases of one continuous process. Yet it is important to move out of the preparatory and into the practicing stage, or else the project itself will never mature. In this second stage also there are certain fundamental procedures which may well be followed.

Give Definite Initial Direction

Many service projects have failed because of the seeming lack of responsiveness among the pupils. A class may show great interest in planning a project, yet, when the actual work in the field begins, may lapse into a disappointing indifference. One factor in such a situation may be: the pupils have planned their general policies well enough, but they have not adequately planned their precise techniques.

Preliminary planning should provide for very specific initial directions, both for the exact sub-jobs to be done and for the particular pupils who are to do them. Such definite initial direction can only prove helpful; otherwise, reluctant groups have not been known to grow greatly in either self-direction or technical competence.

Let Emotional Satisfaction Attend Each Step

An important law of learning is that activities which bring personal satisfaction tend to be both repeated and fixated thereby. Nowhere is this psychological principle more apparent than in the development of successful service projects.

The real success of service projects may be due to the fact that, from their very inception, care is taken to see that each step in progressive development brings emotional satisfaction to the pupils and to the patrons of that school. This fundamental satisfaction leads to widespread community approval, and as a consequence dozens of other service projects may more easily follow. School and community approval of such projects is further stimulated by the judicious use of public meetings wherein such activities are reported and discussed. Here the point can always be made that from such service projects the students are constantly achieving highly worthwhile learning values. Through such precautions, community support is assured, and serious criticism is rarely encountered.

Be Considerate of Other Teachers

It is important that the principal and all of the affected teachers know of any disruption to the regular program which the projected service project will occasion. In some schools, faculty members have joined in coalition against others who have favored service projects, largely because their classroom teaching of the students involved had been interrupted with little apparent concern. We must never forget that the difference between the routine procedures of formal schooling and the vigorous challenge of learning through social action is so basic that the utmost tact, patience, and unfailing goodwill must ever be observed by those engaged in service project work.

Keep Permanent Records

Sufficient records should be kept to enable teacher, students, and parents to review their course of effort and to evaluate it at its conclusion. Such records should be as complete as necessary to enable one group to profit from a previous group's experience. Somehow, a nice balance must be maintained between the extremes of keeping no written records and keeping too many. The former course fails to make adequate provision for the later sharing of experience with other groups; the latter becomes burdensome and frequently degenerates into an end in itself.

Records, like service projects themselves, should be guides to

action, not ends in themselves. Records might be kept in the form of film, movies, audio and video tapes—all can be used effectively in documenting a project.

Secure Appropriate Publicity

Publicity is important and necessary, but it should be sought and used for constructive educational purposes, never as an agency of personality projection or of student exploitation. It is unworthy of the great purposes of community-centered education for ambitious teachers or administrators to seek advancement of their own status by advertising their small part in this democratic movement for social betterment. Publicity can and should be used only as an educational means of acquainting the general public with the purposes, plans, procedures, findings, and activities of the projects undertaken, and to interpret fairly the whole philosophy of community education.

Evaluating the Community Service Experience

If optimum educational growth is to occur—and thereby validate the objectives of the service project—it is essential that the whole experience be critically evaluated. This evaluation should be continuous throughout the project, but it should also serve as an interim and final interpretation of it. In planning this critical summary, there are four areas which should be examined with care. The first three relate to the fundamental objectives of the service project technique itself; the last is concerned with using the present procedural experience as a basis for planned action in the future.

Issue Progress Reports

In terms of a feedback mechanism, particularly if the project is of long duration, one or more interim evaluations should prove useful. A final appraisal alone cannot yield the data necessary to develop rationale for any modifications or redirections which might be necessary for the future success of the project, or for others like it.

Identify the Learning Results Achieved

There is a real danger that many of the nonintellectual learnings inherent in the service project may go unrecognized, even by

the teacher. The notions of external discipline and of learning as a dull chore are so deeply ingrained in our consciousness that it is hard for many to comprehend how enjoyable the most wholesome growth experiences can and should be. Teachers and students alike need to realize that the learnings in the affective domain—to work together, to integrate their thinking, to compromise their differences, to develop social sensitivity—are as important as it is that they acquire an increasing fund of cognitive information. A helpful way of clarifying the reality of such varied growth is by recounting the problems met and solved, or met and still unsolved. True development is the by-product of a succession of problems constructively met with all the intellectual, emotional, and physical resources at one's command.

Summarize the Social Contribution

Another major purpose of service projects, it will be recalled, is to advance community welfare. Just how is the community now a better place in which to live because this particular project has been completed? To what extent and in what manner has this project actually penetrated to the sources of a real social defect, rather than merely ameliorated a surface symptom? Thoughtful group consideration of such queries as these is another essential aspect of the final evaluative process.

Analyze the Group's Procedure

Evaluation should now go one step further to include analysis of the part played by each participant in the group enterprise. While this process is sometimes carried to such an extreme that the students become too self-conscious about their own development, it is well that they do not ignore such factors (and their opposites) as a cooperative spirit, the willingness of each to accept suggestions, the endurance of purposefulness, creativeness, promptness of action, and resourcefulness in suggesting feasible means to the attainment of desired ends. These factors, after all, are likely to have been crucial to either success or failure. If democracy is to work, children and young people must have opportunities to make decisions upon their own. The end product will hopefully be growth toward competence in the basic skills of democratic action.

The Heart of Democratic Education

Today we realize as never before that practical citizenship must be the very heart of democratic education. We know, too, that this citizenship must be learned through satisfying personal experiences in community improvement projects during the period of formal schooling as well as afterward. Teachers with foresight and patience can do much to provide functional, realistic, democratic education based partly upon cooperative community service whereby students and community will mutually benefit.

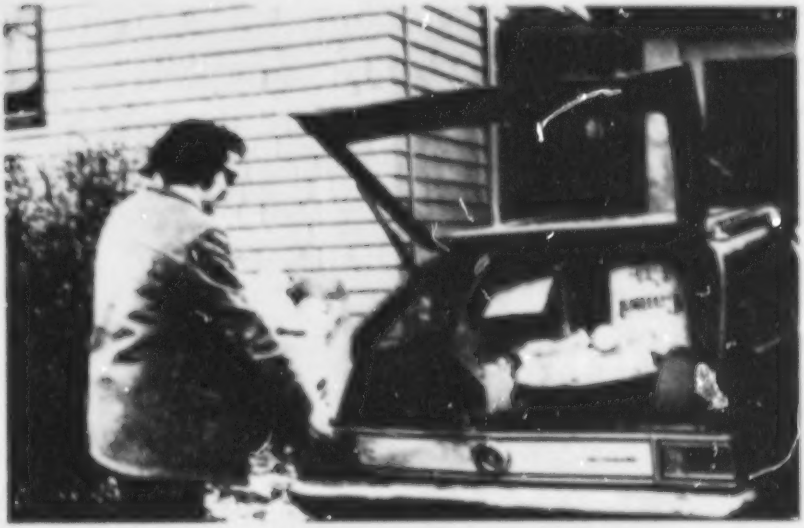
"I feel I have become more aware of organizational problems." *

"The project and the position have taught me things about myself and just how to begin to correct my faults and weaknesses."

* *Note:* These photograph captions are from the student logs collected by Dr. Aronstein in relation to the *Cash For Trash* project.

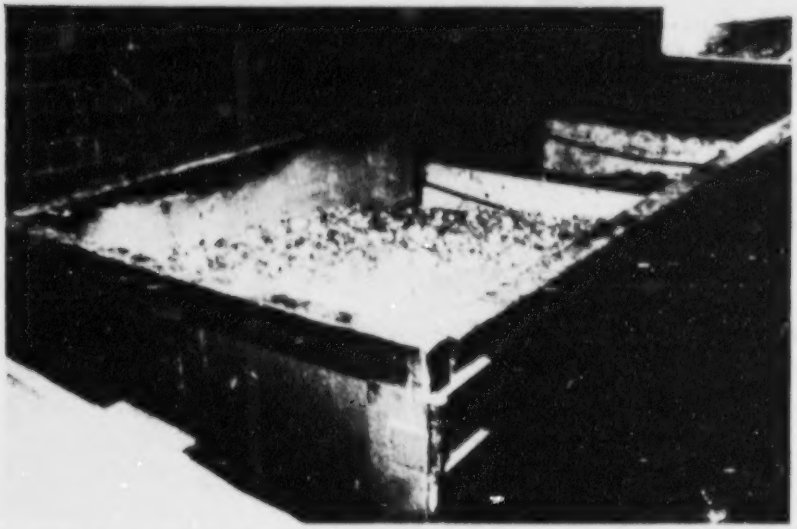
"The problems certainly become real rather than something you read about."

"I'm learning that people really do have a lot of waste products."

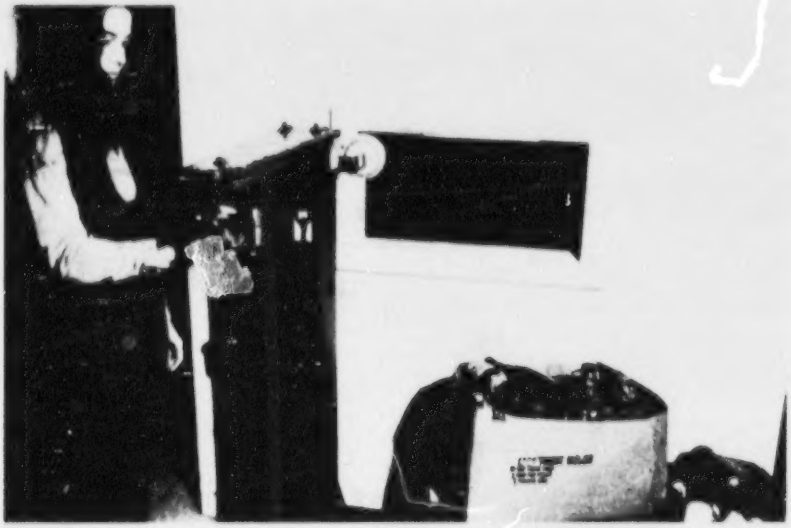


". . . from this type of project I feel both the community and the people working on the project met on a common ground."

"We know, of course, that there is an environmental problem, but when the kids started bringing in that glass it was really a jolt!"



"I found myself getting very involved in an area that I previously cared very little about."



". . . it prepares us for better contact in the world than a classroom experience."

"Talking to people who are interested in the problems of the community is really satisfying when you're trying to accomplish something."

"I learned how to get along and compromise with people."

Part 2. CASH FOR TRASH: A SERVICE PROJECT *

IN ORDER TO BRIDGE the gap from theoretical guidelines into actual practice, a specific case study description will be supplied. This we do in order to document credibly the feasibility and desirability of the community service project for the creative, yet critical, teacher. We hope that the following actual case study will illustrate dramatically a sample community service project and the actual processes used in planning, implementing, and evaluating such a project. Perhaps the case study will also serve teachers as a "security blanket" in knowing that it can be done and, in fact, has been done.

The descriptive case study which follows specifically uses the aforementioned guidelines during the entire process of carrying out the project. Let us see how it was developed.

Perspective

In March 1971 a student group at the State University College at Buffalo called the Coalition for a Better Environment sponsored a weekend glass recycling drive. The residents of western New York, including Buffalo, Niagara Falls, Lancaster, East Aurora, and several other small towns, responded so well that there was the crashing sound of 80 tons of glass being processed in two days. According to the glass industry, the drive was the most successful of its kind in the nation. As a spin-off of this student project, numerous local service clubs and school groups ran similar projects, some of the weekend variety, others stretching over some six months. As a result, many residents of western New York became aware of the solid waste pollution problem and began to respond by changing their household habits by separating the material components of their trash into glass, metal cans, and paper.

* *Note:* This illustrative community service project, while developed at the college level, could have been equally successful with younger students. The basic principles used in this project would be the same whatever the age group involved.

Yet, it was understood from the outset that voluntary action patterns, no matter how highly public-spirited or constructively intended, simply were not the ultimate answer to the solid waste problem. The most viable alternative is municipal salvage and sale of separated trash components.

With this in mind, three faculty members at the College wrote a follow-up, "Economic Feasibility for Glass Recycling in the City of Buffalo." The report concluded that the city stood to make more than $91,000 per year on only the glass component. The report never got a hearing. The Commissioner of Sanitation implied that the report was done by amateurs, and further that the residents of the core area of Buffalo, overwhelmingly black, simply were not interested in environmentalism and had no motivation to divide the components of trash for municipal curbside pick up.

The Guidelines in Operation: Planning the Community Project

Discover the Community Needs

With this background in mind, some students at Buffalo State, along with Dr. Aronstein as faculty advisor, began planning a new project for the fall semester. As part of the preplanning process, the whole educational concept of the "Community Service Project" was explored.

Fortunately, as a result of the March project and the "Economic Feasibility Report," the environmental needs had been spelled out. Although glass accounts for only about eight percent of the total volume of household trash, when the total refuse is incinerated in typical municipal incinerators, the total volume of trash is reduced (water vapor, carbon dioxide, and often fly ash being lost to the atmosphere). The incinerated by-product remaining is then made up of 44 percent by volume glass component, glass being inflammable. Now, if only the glass component were salvaged before mixing, the municipality would stand to save eight percent of the costs of collection and transportation to the incinerator, 44 percent on incinerator to the landfill, 44 percent of landfill space, labor, and topsoil. Of course there is an additional cost for separate collection and transportation, which can be made up in terms of returns from sales at $20 per ton to the glass industry.

Solid waste pollution is predominately an urban crisis. The

U. S. Office of Public Health has estimated that as much as 30 percent of communicable diseases is the result of improper storage of solid wastes in urban areas. Certainly the urban rat population problem is a direct result of solid waste pollution. Removal of eight percent of the volume from one's garbage can might result in the ability to get and keep the lid on.

In the City of Buffalo, there is a 30 percent unemployment rate in the core area. Tremendous economic and social problems follow. As a result of problems such as unemployment, high crime rate, substandard housing, and poor educational opportunities, the black community perceives the problem of environmentalism, or in this case, solid waste pollution, as one that detracts or removes the focus from their crises. They tend to view environmentalism as the white man's cop-out.

Select the Project with Care

Based on these social, economic, and environmental needs, a "Cash for Trash" project was devised by the faculty advisor as a research study.[3] The basic concept of the project was simple. People came into a storefront location on a main street in the core area bearing their separated trash. The salvaged materials were weighed by students manning the project. The customer was paid on a pound for pound basis for what he had contributed. The trash was then processed in a temporary storage area, after which the materials were carted to the rear of the building and loaded into a giant dinosaur dump truck. The dump truck was partitioned so as to keep glass colors separated. When the truck was full, it was reweighed and trucked to a glass recycler.

Gain Background and Insight

In order to implement such basic logistics, a tremendous amount of detail and information was gained. Key areas had to be thoroughly researched, such as: identifying proper housing, marketing salvaged materials, transportation, insurance and liability, and logistical problems.

[3] Laurence W. Aronstein. "A Study of Attitudinal Changes in College Students as a Result of Constructive Participation in an Environmental Community Service Project." Buffalo: State University of New York at Buffalo, May 1972. pp. 43-71.

In order to find the correct housing, the student search team first had to acquaint themselves with the geographical, social, and political layout of the downtown Buffalo core area. Vacant buildings were identified, realtors were contacted. The City Realtor provided information on zoning laws and provided leads to potential locations.

Waste salvagers and recyclers were contacted. They reported that paper, glass, tin cans, and aluminum cans would yield about $8, $10, and $200 per ton, respectively. The students learned the problems of dealing with each of these components by searching the literature, talking with spokesmen of other environmental groups, and contacting representatives of the secondary industries. Paper would have to be baled. Paper also takes up a large amount of storage space and represents a fire hazard. Glass comes in three colors—clear, green, and brown—and would have to be separated by color. Twist-off caps leave aluminum strips and these would have to be clipped off in order to avoid contamination during reprocessing. Colors are produced in a ratio of 70 clear to 15 green to 15 brown; therefore, the truck would have to be partitioned. However, a local liquor store owner pointed out that the local consumer in this target community was atypical and consumed more wine than beer. As a result, it was estimated that the ratio would be 60 clear to 30 green to 10 brown. The glass industry also recommended that the glass be compacted by crushing in order to reduce its volume and get more of it into the truck.

Students investigating tin cans learned that tin cans are really steel cans with a tin coating. They also learned that the steel industry had issued a directive banning the purchasing of cans from environmental groups. Aluminum cans account for only about two percent of all cans manufactured, and it is difficult to distinguish them from steel cans. Aluminum cans are non-magnetic, have no seams, and have concave bottoms. They also found that soda pop cans with ring-tab pop-tops are traditionally all steel except for the top which is etched "Aluminum." The potential markets for all the materials were identified and trucking estimates were requested. The time and day schedules of these markets were also obtained.

A number of local truckers were contacted and rates were compared in relation to monthly rental of dump trucks, costs of welding in partitions, and cost of driving to Brockport, New York. It was also ascertained whether or not the company transported on weekends.

Insurance was explored, using liaison with college administrators. It was determined, after a series of phone calls to central offices of the State University System in Albany, that the University was liable as long as the service was part of a course requirement. Further investigation led to the conclusion that students were protected within their college health insurance in the event of accident or injury in performance of their work. It was also learned that as tenants at our storefront location, we were insured for fire, theft, and personal injury.

Other problems that the students identified related to security of cash on hand, keeping of a checking account and a night deposit, car pools to and from the center, ways of working with urban minorities, and the persuading of the Buffalo Common Council to set up solid waste collection centers.

Select Objectives

As a result of: studying the problem of solid waste as it affects the urban dweller; selecting a project which would be meaningful and would democratically utilize student effort; gaining background which would help anticipate future problems and planning initiatives, the members of the group selected their objectives. The objectives of their project were threefold: (a) to change householders' attitudes in relation to urban dwellers salvaging material components in trash; (b) to hand over the ten-week project either to area businessmen or to community volunteer groups, and make recommendations as to how the operation might be run on a profit-making basis; and (c) to provide data in order to convince the Common Council of Buffalo that curbside collection centers for solid wastes are a viable solution to the problem of solid waste pollution.

An indication of changes in household habits would be measured by how many different individuals would be coming to the location with salvaged trash, and whether these individuals continued to return. The second objective would provide an interim solution, hopefully until the city would take over the function. Thus, the third stated objective was actually the most vital. The establishment of regular curbside pickups was the ultimate end in view. However, it was believed that the legislators would feel that the curbside plan was too bold and costly a measure. A two-step approach was strategized, whereby collection centers could be

established throughout the city, at the city's expense, for a trial period ranging from six to twelve months. The rationale for the strategy is that enthusiasm and commitment would build throughout the trial period, and there would arise a public mandate for curbside pickups.

The rationale for "Cash for Trash" was that initially, especially in an economically depressed urban area, an incentive would be helpful in stimulating individual cooperation. The "Core Area" was specifically identified in order to dramatize to the city legislators that if a demonstration project like ours could work in the "Core Area," then the government could make it work throughout the city. It was also rationalized that an action-oriented community service, run by a group of college students, would go further in convincing government leaders of the advisability of recycling than would a "White Paper" Ralph Nader-type approach. Besides, this type of project would appear newsworthy, and would secure appropriate publicity thereby educating the general public concerning recycling.

Gain Administrative Support

Administrative support was sought out early in the researcher's preplanning process. Permission was sought and granted for offering an independent study group class whereby participants would earn academic credits. Administrators were consulted concerning funding of the project or possible outside sources for funds. Administrative criticism was also requested in terms of the project selected and the rationale for the project. The university president was invited down to the center for opening ceremonies. The assistant to the president was instrumental in helping track down information concerning accident and liability insurance.

Administrators were kept up to date on the progress of the project through periodic press releases and issuance of Interim and Final Reports. A vice-president was invited to a general meeting to offer advice on how to go about lobbying for a desired legislative program. A meeting was held between project leaders and the president, briefing him on the status of the project and sharing ideas on how future community involvement might be facilitated. All in all, a most satisfactory relationship developed whereby the college administration was supportive from the beginning stages of the project.

Organize the Class

When dealing with large numbers of student participants (in this case about 70), organization, or more accurately, setting up a bureaucracy that works effectively, is of extreme importance. Identifying prime functions to be carried out through simple brainstorming techniques was an exciting way to start a program.

In this project, we established a *Project Director*, with two *Administrative Assistants* to help with the work load; a *Project Spokesman*, who had been visible through mass media as a result of past projects (this gave the total community the idea that college students were involved on a continuous basis); and some ten different committee chairmen each performing a separate function. *Logistics and Training* was charged with finding housing, establishing work schedules, and setting up procedures for routines, and training personnel. *Public Relations* dealt with communications through mass media such as newspapers, radio and television, writing press releases, arranging ceremonies and press conferences, and developing posters and other graphic materials. *Community and Youth Relations* was assigned to develop liaison with the church and community groups, youth groups, youth gangs, and to conduct school assembly programs through which the problem of solid waste and the objectives of the program might be spelled out. The *Treasurer* handled the checking account and writing of checks, worked with other committees in purchasing the most reasonable goods and services, and made pick ups and deliveries of cash. The *Sales* chairman arranged with the glass and aluminum industries for sales of the salvaged product. *Transportation* set up liaison with the truckers and worked out pickup schedules, renting details, and arranged for student car pools. *Housing* tended to the construction of ramps and maintenance of the storefront, providing cleaning services, furniture moving, and shoveling snow from walks. *Historian and Communications* took minutes of all meetings, handled all correspondence, provided a clerical and secretarial pool, and maintained telephone chains. *Records and Evaluation* gathered and analyzed data for the Interim and Final Reports. A *Documentary* committee was organized three weeks into the project to produce, write, and direct a half-hour videotaped documentary of the project.

The functioning of these chairmen was of absolute, vital importance. These chairmen met together weekly to plan and coordinate the running of the entire project. They met their committees

regularly for assignment of work and committee planning. Perhaps the key to the entire success of the project rested with the ability of the officers to provide leadership, to involve their committee members purposefully, to plan and work through a democratic process, to explore each problem completely and bring about consensus.

General meetings were run by the project director and were held periodically, whenever a need arose to share important news or gain more advice. The number of meetings averaged out to more than one every two weeks. These meetings, although sometimes lengthy and sometimes unproductive, helped in keeping the students up-to-date on what was happening, and, as a result, gave them a greater feeling of involvement. However, it soon became evident that 70 students were too numerous to process either efficiently or democratically, and the general meetings evolved into information-giving business meetings.

The several committees functioned with varying degrees of success. The success factor seemed to vary directly with the leadership of the specific chairman and his or her sensitivity to the needs of the individuals, serving within the committee, along with the ability to meaningfully involve each person.

Approach Community Leaders

Community and governmental leaders were very helpful in arranging for financial assistance, orienting the group to problems, or inviting members of the group to information-sharing meetings. Generally, community and governmental leaders were found to be supportive and able.

As part of the preplanning process, the advisor wrote to community banks and realtors inquiring about financial support and a rent-free location. Some financial support was granted from Marine Midland Bank-Western, which in turn arranged for a matching grant from the National Wildlife Federation. Although a piece of property was offered by a local realtor on a rent-free basis, it was later examined by the Logistics Committee and found to be unserviceable. The resources of the City Realtor were tapped and two potential locations were identified. Both were useable; however, one was out of the center of the target area, and the other was soon to be used for other purposes.

Luckily, a local dairy owner knew of a location across the street and put the group in contact with a local liquor store owner,

community leader, and chairman of the board of the Jefferson Community Service Center at 1490 Jefferson Avenue. He agreed to allow the project to operate in a portion of the center on a rent-free basis.

The Councilman of the Delaware District in Buffalo attended the second general meeting and oriented the group as to what the City of Buffalo had done in its war on pollution. He expressed a deep concern for the solid waste problem and spoke in terms of sponsoring a bill establishing solid waste collection centers on a municipal basis. Another Councilman (the Ellicott District) was contacted by the Community Relations Committee; he arranged for meetings with numbers of community groups. Later the first Councilman invited the project spokesman to come to City Hall to address the Solid Waste Subcommittee of the Common Council, to offer testimony in behalf of his resolution which was being considered.

A group of student leaders was invited to the home of the Chairman of Housewives To End Pollution, to discuss recycling with the Director of the Solid Wastes Division of the United States Environmental Protection Agency.

In each incident, these meetings with community and government leaders on a face-to-face basis provided new and, hopefully, insightful experiences to those students concerned.

Work Through Community Groups

Direct lines of communication are often open and functioning to great numbers of individuals through existing community groups. The tapping of these direct lines of communication saved much time and resources and provided tremendous emotional satisfaction to many participants working on the Community and Youth Relations Committee. To some extent the function can be thought of as "career testing" for those interested in such service professions as teaching, social work, counseling, and business. Yet there also exist great returns in terms of establishing direct contact and dialogue among diverse representatives of society.

Meetings were held among members of the Community Relations Committee and Roving Youth Leaders, the Neighborhood Block Clubs, representatives of the Buffalo Board of Education, representatives of the Amherst Junior Chamber of Commerce and various church and school groups. These meetings served the purposes of disseminating information pertaining to the objectives and ra-

tionale of the project, gaining assistance in further spreading "the word," gaining admittance into neighborhood schools, and gathering additional knowledge pertaining to evaluation of the project.

Secure Needed Supplies

Cooperative planning was essential in terms of securing needed supplies. An efficient bureaucracy made the identification of needed supplies and materials more obvious and expedited the purchase. The preplanning and planning processes certainly helped to focus on the identification of each need. Such items and services as gloves, printing materials, baseball bats (for volume reduction), checking account, night depository account, a large industrial scale, coffee and cake (for press conferences), safety goggles, gasoline allowances, truck rentals, parking permits—all these needs had to be provided for.

Plan Essential Safeguards

Along with the planning for supplies goes the planning of essential safeguards. A security system for the handling of the money drop-off was devised. A system of buzzers to open doors from the inside by an observer was developed. All the physical safeguards involved in smashing and transporting of the glass were worked out, followed, and reinforced.

The Guidelines in Operation: Implementing the Community Project

Give Definite Initial Direction

Probably the most difficult consideration for the teacher in the planning of a project is the delicate matter of providing initial direction to the participants, especially to the student leadership. Too much direction will result in the student perception of faculty domination, and the imposition of adult authority. Too little direction results in a limitless drifting and searching on the part of leaders. Where does good direction end and bold imposition begin?

The advisor played a rather active role throughout the project, particularly during the first three or four weeks (the entire project ran fourteen weeks: the planning stage was three weeks, and the

evaluation was completed in the last week). The teacher announced and conducted the first general organizational meeting. From that point on, the Project Director had the responsibility of arranging the agenda and chairing all general and chairmen's meetings. However, the teacher worked closely with the Project Director. Initially, the teacher carefully went over the agenda with the Project Director before each meeting. At the conclusion of the meetings the teacher and the Project Director attempted to analyze the course of events and the Director's performance.

With time, the Director was soon writing his own agenda and expressed the feeling that a review of his agenda was unnecessary. The Director's self-confidence grew with experience, and within four to five weeks, he was taking many more initiatives and making more decisions without the need to consult with the teacher. However, communication lines were constantly open and functioning, especially when problems arose and important decisions had to be made.

The situation of the teacher working through the Project Director is analogous to a football coach working with a talented rookie quarterback. Initially, the coach is sending in every play from the bench; that is, plays that they have discussed and analyzed previously. As the season wears on, the young quarterback, who has experienced some success, demands a freer hand in calling his own plays. Later in the season, the more seasoned rookie begins to question the wisdom of the game plan and makes suggestions for redirecting some strategy. Perhaps this analogy helps to clarify the curricular process of student-teacher planning. To a great extent this same process is going on with each member of the entire group.

Let Emotional Satisfactions Attend Each Step

There exists an inevitable consequence of students becoming emotionally involved in the project. It is essential to let emotional satisfactions attend each step, yet safeguards must be provided to maintain proper objectivity.

The planning of a logistical system to run the center and the implementation of these plans into concrete reality provided almost immediate satisfaction. An even more substantial gratification was realized by the students as a consequence of working directly with the neighborhood youths. For many students this project represented the first opportunity to interreact with black youths. Over

and over the students expressed deep satisfaction as a result of getting to know some of the neighborhood youngsters and being accepted in their neighborhood by them.

Another source of satisfaction was the opportunity to communicate with the mass media. Somehow seeing your own name in the paper, hearing your own voice on the radio, or seeing yourself on television, legitimizes one's constructive efforts and provides the ultimate in self-satisfaction.

Because of limitations of space within the mass media, however, a certain competitive spirit arose among individuals who perhaps were seeking more than self-satisfaction. Competition for self-satisfaction is clearly a fault. Self-satisfaction simply is not something one must compete for.

In addition, the teacher was constantly being asked for approval in terms of: "Did we do okay?" It was almost as if the students individually held their breath in anticipation of being given the "stamp of approval" for a job well done.

One must provide safeguards in assuring proper objectivity by the students in regard to self-satisfaction by directly dealing with the problem.

That is, the teacher must raise the question about the sincerity of publicity seeking and ego tripping. The group must discuss whether a statement of approval must accompany every constructive action. These safeguards were followed, and although some of the lessons were painful, their outcomes proved priceless.

Be Considerate of Other Teachers

Care was taken to plan meetings during time periods when students were not scheduled for other courses. Copies of all participating students' schedules were secured and carefully scrutinized so as to avoid conflicts. Thus, only evening hours could be counted on for mutual planning time. However, occasionally—for purposes such as press conferences, meetings with community leaders, and other special occasions—some students were forced to cut other classes.

A routine was established by which the teacher would write a personal note in advance of these absences, explaining the unusual circumstances and requesting permission for the anticipated absence. Cooperation was obtained in all cases as a result, proving that a little common courtesy goes a long way.

Keep Permanent Records

In terms of providing data for the interim and final evaluation, carefully planned permanent records were put together and securely kept. Formats for these evaluations were grouped in reference to the stated objectives of the project. The data focused on such questions as: Have you separated this material from your trash? How did you hear about this project? Have you been here before? If so, how many times?

Further data were collected on the basis of direct observation, such as: age of the customer; classification of the product (soda pop, alcoholic beverage, or food container). In addition, the weight of each delivery was recorded along with the other pertinent information. Thus, every patron who entered "1490" was questioned and permanent records were made.

The Project Historian kept minutes of all the general and chairmen's meetings. She used highlights of the minutes to sum up for the general group what was being discussed at the chairmen's meetings. The Publicity Committee was also able to use the Historian's records to develop press releases.

The Publicity Committee kept a complete scrapbook of all newspaper articles covering "Cash for Trash." They maintained a folder of all press releases; a folder of photographs of the Center in operation, and photos taken during special events; a listing of all television and radio programs in which the project was highlighted. An audiotape file was also compiled of recordings from radio and television interviews, although this was incomplete. All this collected material provided background for any future story or press release, in addition to information which the Evaluation Committee might use in its reports.

The Treasurer kept a continuous permanent record of all money taken in and all expenses paid. These entries were all itemized. These records provided the data for the "Cash for Trash Financial Statement" and "Cost Feasibility Figures for Nine City Run Recycling Centers" which were included in the "Final Report."

In addition, a Documentary Committee was established to produce a half-hour videotape documentary of the project. A script was prepared; photographic slides were taken; students, community leaders, government leaders, and recycling experts were contacted and asked to appear at the taping session. As a result, there now exists a permanent audiovisual record of the project.

Secure Appropriate Publicity

The Publicity Committee was responsible for securing all publicity for the project. Members organized themselves into smaller groups which focused on the areas of television, radio, newspapers, press release writing, photography, and graphics. They arranged for special events like "The Ribbon-Cutting Opening," "Common Council Day," when the entire Buffalo Common Council was presented with the "Interim Report" and a tour, a "Final Press Conference" for the presentation of the "Final Report." In addition, they lined up numerous radio and television interviews, and coordinated such functions as to who would appear and what aspects would be emphasized.

Perhaps the survey results of how the patrons originally heard of the project might indicate the effectiveness of the publicity campaign. Sixty-six percent of those surveyed at the Center responded that they had learned about the project through the mass media (37 percent by newspaper, 6 percent by radio, 23 percent by television). Another indication of the educational value of the entire project might be measured by the percentage of patrons sorting materials from their own trash. This percentage grew from four percent at the end of the fifth week, to 45 percent at the end of the ninth week. Perhaps the greatest indication of the effectiveness of the publicity campaign should be measured by the fact that the Buffalo Common Council approved the resolution establishing nine collection centers, at city expense, throughout the city.

The Guidelines in Operation: Evaluating the Community Service Experience

Issue Progress Reports

A formally stated 14 page "Interim Report" was prepared by the Records and Evaluation Committee. The report was outlined by the committee and then the outline was presented to the faculty advisor. It was determined that the committee was attempting to evaluate not only the tentative results of the "Cash for Trash" operation, but also was focusing in upon the organizational problems of the planning process itself. The teacher raised the question as to whether the press or members of the Common Council would be concerned with the organizational problems of the various

committees. Thus, it was clarified that the committees would address themselves to the evaluation of the *product*, namely, "Cash for Trash," rather than the *process*. Although the point was well taken, some committee members felt frustrated that the teacher had, to some degree, vetoed their decision.

The teacher had learned a valuable lesson which he was to follow in terms of planning for the "Final Report." Some negative feeling could have been avoided if the teacher and the committee had preplanned the "Interim" outline together. This process was followed very successfully in terms of the "Final Report."

The "Interim Report" helped identify previously unnoticed problems, attitudinal change trends in reference to the patrons, the effectiveness or ineffectiveness of portions of the publicity program, and further clarification of some of the various committee functions. The report helped to bring about greater coordination among various committees in their sharing of information. A beneficial readjustment of the publicity committee came about as a result of that committee's studying the results of the report. The report also provided a point of interest for the press and gave the group a newsworthy reason to invite the Common Council down to the Center. In addition, the report represented a summary of the entire project to that date, and, in effect, put the pieces together for all 70 individuals involved in the project. The distribution of the report to all student participants provided an obvious source of much self-satisfaction.

Identify the Learning Results Achieved

When dealing with a group as large as 70 individuals, a one-to-one individual evaluation between student and teacher represents an impossible situation. How can a teacher sit down and identify what each individual learned, as a result of a complex series of experiences? Certainly, each individual student brings with him a unique blend of previous experiences, interests, and abilities. The only way to identify learning results would be on an individual basis, whereby the individual student could reflect upon his own growth. The question that must arise at this point is: "Growth, in relation to what?"

In order to provide a framework through which an individual might more pointedly focus upon his growth, the teacher devised a "log outline."

This outline concentrated upon five basic areas for self-evaluation: yourself, the group, the community, society, and the school. Questions were framed under each of these areas in order to clarify, in a general way, just what kind of response was being sought. Students were encouraged to enter insights and poignant observations under each area whenever they felt motivated to do so. The teacher and the various committee chairmen reinforced the need to make frequent entries in the "log outlines." The lack of a continuous effort on the parts of many students to make entries was a source of frustration for the teacher. A number of initiatives to inveigle cooperation were considered, such as collecting the outlines from time to time, or having the chairman check them for entries, or imposing penalties in the form of grades, and other equally distasteful modes of coercion. All such proposals were dismissed in the light of humanistic considerations, and the old "soft sell" approach was used instead. Even so, a continuous record was not really kept by the majority of students.

Attitudinal changes and other learning results were also identified as a result of the interviewing process. Because of the broad scope and demanding nature of the interviews, which on an average took about 20 minutes per student, only one-half of all participants were interviewed.

By this informal process the individual student met with the whole group, his committee, various groups of individuals involved in the project, other single individuals, and the teacher, and summarized all these interactions. What the student had generalized from all these learnings, however, could not have been made available without following 70 people around with videotape cameras, 16 hours per day for 14 weeks.

Summarize the Social Contribution

Curriculum theory directs one back to his original objectives when evaluating the various outcomes of his work. The Records and Evaluation Committee summarized the environmental impact of "Cash for Trash" through a five page final evaluation called "Results of the 'Cash for Trash' Project." The contents of the report pointed out that the community was continuing to respond to the project in that new patrons represented the adult segment of the community; and that an increasing amount of the refuse was being separated from household trash rather than on the streets and vacant lots. These findings all indicated that household habits

were being changed in regard to salvaging certain material components from one's trash.

As a result of an exhaustive publicity campaign focusing on the project and the resolution to establish centers throughout Buffalo, the Common Council voted affirmatively to establish nine such centers throughout the city on a 6- to 12-month project basis. Thus the third objective was met. The second objective, to attract community service or business groups to pick up the project, was established as an interim step contingent upon the Common Council's taking a long time to act. Although the second objective was not met, the strategic importance is negated in terms of the action by the Common Council. Besides, two out of three is pretty good!

Yet, many outcomes can never be anticipated in advance and so specific objectives could not be set. As a result of the general group's evaluating process, many of these fringe benefits were cited by students. They talked of their initial fears of working in a black core area and of the dissipation of these fears as a result of meeting the community people, especially the youngsters, and having positive interpersonal experiences. Many referred to the comradeship developed among students when working in the back room sorting, smashing, and loading materials. Some reminisced about getting to know many of the neighborhood youth and about how some of the area teenagers helped in the center, purely because they wanted to help. It was mentioned how much cleaner the surrounding neighborhood had become and how devoid the vacant lots now were of glass and cans. Certainly there were many more outcomes than there were objectives.

Analyze the Group's Procedure

As a consequence of the chairmen meeting once a week and the general group meeting about once every other week, there existed a continuous process of self-evaluation. However, a final analysis in the form of a series of meetings between chairmen and their respective committees, the chairmen and the teacher, followed by a general meeting, helped to sum up the entire group process.

A number of very insightful criticisms grew out of all this dialogue. It was unanimously determined that 70 students were more than necessary in carrying out the scope of the project. It was suggested that perhaps 40 to 50 students might have repre-

sented a more optimal number for its efficient functioning. Many felt that there was not enough to do on their particular committees. As a consequence of not being continuously involved, some students felt alienated. The general meetings seemed meaningless to these individuals because of their lack of involvment.

Some of the chairmen were criticized for not providing the necessary leadership needed to enthusiastically motivate their group members. The chairmen concurred that they, themselves, were doing the job and had failed in allocating more responsibility to their committee members. Some students indicated that their creativity and resourcefulness had been stifled as a result of not being kept constantly appraised of developments as these happened. They felt their advice had not been thoroughly sought out on some important matters and generally, as one student put it, they had not been dealt with in a "socially sensitive" manner.

In a constructive way, it was recommended and widely accepted that a rearrangement of committee functions would have been wise early in the project. For example, it was felt that the Sales, Purchase, and Transportation Committees simply did not warrant more than one or two individuals apiece, and that the combination of these three committees into one committee would have been well advised. Likewise, there was consensus that the Logistics and the Housing Committees had enough duplication of function so that a combination of these committees should have occurred. The art majors recommended that the formation of a Graphics Committee, which would have provided a consulting pool of artists, would have more constructively and thoroughly tapped their resources.

The students were reluctant to evaluate the role of the faculty advisor. From what was said there was an indication that perhaps initially the teacher was taking too active a role and making too many decisions. Some students noted that the advisor seemed to function at two levels, a personal level and a professional level, and that some students found this confusing.

The teacher, at the general meeting, raised the question as to whether the passage of the proposal in the Common Council would determine the success or failure of the project. After prolonged discussion the consensus seemed to be that, yes, they were very concerned with the passage of the bill; however, the learning process of working and planning together was the more important element, rather than the final product of the passage of the bill itself.

Take a Creative Risk

In order to provide a full educative experience for youth, we can no longer limit teaching-learning situations to the school. If we seek to develop new values and attitudes for our children toward their life roles, their careers, and their perception of society, we must develop new avenues of approach. We feel that outside-of-school experiences are as important as in-school experiences and that teachers must be willing to explore new pathways into the community through such approaches as the community service project.

Where, in our teacher preservice and in-service programs, do we provide our teachers with the kinds of strategies that will facilitate their functioning outside of school? We hope we have helped fill a vacuum by providing both guidelines and illustrative practice. Further, we hope that teachers will use and, for their own purposes and within their own settings, modify these guidelines to their own needs.

We suggest that the actual democratic process of carrying out an outside-of-school project possesses the greatest potential for learning. It is this entire process—whereby a youth internalizes personal insights into his own self and his role as member of a group—which is the essence of the notion of life-centered education. It follows that the individual might also gain total awareness of what a specific job function is all about, and this, too, is part of what we call education. Finally, there is the potential that a successful project might bear the fruits of improving one's community, this being the heart of education for citizenship. In short, action learning represents an environment that can facilitate all of the objectives of valid education.

What is needed is for many more teachers to take a creative risk. Perhaps all we have really done is to help make those first steps more secure.

ASCD Publications, Fall 1974

Yearbooks

Balance in the Curriculum (610-17274)	$5.00
Education for an Open Society (610-74012)	$8.00
Education for Peace: Focus on Mankind (610-17946)	$7.50
Evaluation as Feedback and Guide (610-17700)	$6.50
Freedom, Bureaucracy, & Schooling (610-17508)	$6.50
Individualizing Instruction (610-17264)	$4.00
Leadership for Improving Instruction (610-17454)	$4.00
Learning and Mental Health in the School (610-17674)	$5.00
Life Skills in School and Society (610-17786)	$5.50
New Insights and the Curriculum (610-17548)	$6.00
A New Look at Progressive Education (610-17812)	$8.00
Perceiving, Behaving, Becoming: A New Focus for Education (610-17278)	$5.00
To Nurture Humaneness: Commitment for the '70's (610-17810)	$6.00

Books and Booklets

Action Learning: Student Community Service Projects (611-74018)	$2.50
Bases for World Understanding and Cooperation: Suggestions for Teaching the Young Child (611-17834)	$1.00
Better Than Rating (611-17798)	$2.00
Beyond Jencks: The Myth of Equal Schooling (611-17928)	$2.00
The Changing Curriculum: Mathematics (611-17724)	$2.00
Criteria for Theories of Instruction (611-17756)	$2.00
Curricular Concerns in a Revolutionary Era (611-17852)	$6.00
Curriculum Change: Direction and Process (611-17698)	$2.00
A Curriculum for Children (611-17790)	$3.00
Curriculum Materials 1974 (611-74014)	$2.00
Dare To Care / Dare To Act: Racism and Education (611-17850)	$2.00
Differentiated Staffing (611-17924)	$3.50
Discipline for Today's Children and Youth (611-17314)	$1.50
Early Childhood Education Today (611-17766)	$2.00
Educational Accountability: Beyond Behavioral Objectives (611-17856)	$2.50
Elementary School Mathematics: A Guide to Current Research (611-17752)	$2.75
Elementary School Science: A Guide to Current Research (611-17726)	$2.25
Elementary School Social Studies: A Guide to Current Research (611-17384)	$2.75
Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography (611-74020)	$3.25
Ethnic Modification of Curriculum (611-17832)	$1.00
Freeing Capacity To Learn (611-17322)	$2.00
Guidelines for Elementary Social Studies (611-17738)	$1.50
Human Variability and Learning (611-17332)	$2.00
The Humanities and the Curriculum (611-17708)	$2.00
Humanizing the Secondary School (611-17780)	$2.75
Improving Educational Assessment & An Inventory of Measures of Affective Behavior (611-17804)	$3.00
Intellectual Development: Another Look (611-17618)	$1.75
International Dimension of Education (611-17816)	$2.25
Interpreting Language Arts Research for the Teacher (611-17846)	$4.00
Language and Meaning (611-17696)	$2.75
Learning More About Learning (611-17310)	$2.00
Linguistics and the Classroom Teacher (611-17720)	$2.75
A Man for Tomorrow's World (611-17838)	$2.25
New Dimensions in Learning (611-17336)	$2.00
Nurturing Individual Potential (611-17606)	$2.00
Observational Methods in the Classroom (611-17948)	$3.50
On Early Learning: The Modifiability of Human Potential (611-17842)	$2.00
Open Schools for Children (611-17916)	$3.75
Personalized Supervision (611-17680)	$1.75
Removing Barriers to Humaneness in the High School (611-17848)	$2.50
Reschooling Society: A Conceptual Model (611-17950)	$2.00
The School of the Future—NOW (611-17970)	$3.75
Schools Become Accountable: A PACT Approach (611-74016)	$3.50
Social Studies Education Projects: An ASCD Index (611-17844)	$2.00
Social Studies for the Evolving Individual (611-17952)	$3.00
Strategy for Curriculum Change (611-17666)	$2.00
Student Unrest: Threat or Promise? (611-17818)	$2.75
Supervision: Emerging Profession (611-17796)	$5.00
Supervision in a New Key (611-17926)	$2.50
Supervision: Perspectives and Propositions (611-17732)	$2.00
The Supervisor: Agent for Change in Teaching (611-17702)	$3.25
The Supervisor's Role in Negotiation (611-17798)	$1.00
The Unstudied Curriculum: Its Impact on Children (611-17820)	$2.75
What Are the Sources of the Curriculum? (611-17522)	$1.50
Child Growth Chart (611-17447) min. order 10 for	$2.00

Discounts on quantity orders of same title to single address: 10-49 copies, 10%; 50 or more copies, 15%. Make checks or money orders payable to ASCD. All orders must be prepaid except those on official purchase order forms. Shipping and handling charges will be added to billed purchase orders. **Please be sure to list the stock number of each publication, shown above in parentheses.**

Subscription to **Educational Leadership**—$8.00 a year. ASCD Membership dues: Regular (subscription and yearbook)—$20.00 a year; Comprehensive (includes subscription and yearbook plus other books and booklets distributed during period of the membership)—$30.00 a year.

Order from: **Association for Supervision and Curriculum Development**
Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006